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ABSTRACT

The four-phase project, Toward Individualized Instruction, is a school-university partnership designed to meet the needs of physical educators for relevance during preservice teacher educators and individualized instructional programs. During phase one, students fulfill the following course requirements as they relate to their field base: (a) complete separate observational and instructional field experience; (b) construct individualized learning packets; (c) develop teaching strategies; (d) microteach; and (e) analyze teaching behavior. During phase two, the student undertakes independent study and assists with the instructional or activity program at the field base. During phase three the student progresses through four developmental levels: adjustment, support, lead, and independent teaching. During phase four, the graduate is aided in job placement, and professional consultation and resources are available in the design of instructional materials and teaching strategies appropriate to the new program. (Author/PD)

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A SCHOOL-UNIVERSITY PARTNERSHIP TO PREPARE PHYSICAL EDUCATORS FOR THE INDIVIDUALIZATION OF INSTRUCTION

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Individualized instructional techniques have gained widespread popularity and use by teachers in nearly all subject fields and grade levels. Individualization shows the most promise for solving the problems of providing a teaching-learning environment that will allow the learner a degree of independence and to compensate for the wide range of physiological, psychological, and sociological variances found in most classrooms.[1]

Even with increased usage, professional teacher training programs and public schools with a traditional or conservative philosophy have not responded in general to the individualized instructional theme characterized by: (1) lack of innovative approaches in the development individualized instructional materials and methods in physical education professional preparation curriculums, and (2) the lack of development and utilization, in part or in total, within most public schools. This is probably attributable to the problems created by introducing an individualized theme in teacher training programs and in public school in-service teacher education. Some of the identified problems are:

1. Designing individualized instructional materials is extremely time consuming and tedious.

[1]Annarino, Anthony A., "IIP," Journal of Health, Physical Education, Recreation, 44:20-23, October, 1973.

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2. Developing individualized instructional techniques requires a progressive, systematic procedure to allow for pilot-testing, modification, implementation, evaluation, and refinement.

3. Learning individualized instructional skills and teaching strategies requires knowledge and practice utilizing a variety of teaching styles.

4. Vehicles to facilitate the sequential design of individualized instructional materials are generally inadequate.

5. Preparing individualized instructional materials in professional courses lacks relevance because there is no identified field base for the pre-service teacher. Projects are too often completed to satisfy course requirements where a promise is made that the product will someday be used. Unfortunately, there is a high incidence of unfulfilled promises leading to frustration and skepticism on the part of pre-service teachers.

6. Commitment and cooperation between higher education and public schools to move theory and practice closer together is lacking.

7. Released time for the public school teacher to acquire skills and develop materials is insufficient.

8. Sources of financial support are limited.

9. Educational research in physical education with regard to the effectiveness of individualized instructional learning skills, acquiring knowledges, and developing favorable attitudes is incomplete and restricted.

10. Student teachers are too often viewed by cooperating teachers as a full time substitute.

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ii. Utilization of individualized instructional techniques and traditional instructional methods is balanced. "Individualized instruction is not a complete substitute for traditional instruction. It should be one of many methods in any teacher's repertoire."[2]

The reciprocal school-university partnership project initiated by the authors was stimulated by a desire to improve the learning opportunities of both the pre-service teacher and public school child. It is an attempt to solve the previously identified problems, meet the challenges of improving professional preparation, and to direct traditional teacher training programs and public school curriculums in a systematic, intentional manner "toward individualized instruction."

ORGANIZATIONAL DESIGN OF PROJECT

For many years Colleges of Education have been aware of a growing problem in providing effective intern experiences for pre-service teachers. The rising number of students, the difficulty of providing information and know-how on current school problems, the increasing costs of supervision, and the difficulty of weaving the various facets of the school program into a meaningful picture have caused grave concern over the effectiveness of present teacher preparation programs.[3] This professional concern is compounded today by the public schools' financial crisis which has forced too many schools, "Eighteen-wave districts" included, into maintenance instructional programs. The result has been the need for a program design that could aid and enrich the learning of both the university teaching preparation student and the public school child.

[2]Ibid., p. 20

[3]Bentzine, Vincent and Arsinet, Glynn L., "The Senior Year School-Work Internship," Monroe District School Board, Key West, Florida.

[illegible]

In September of 1971, a model partnership project entitled "Human Individualized Instruction" was initiated between Cleveland State University, Department of Health, Physical Education, and Recreation, and Public Public Schools, Forest Park Junior High, Euclid, Ohio. The project gives students the opportunity of having six Cleveland State University physical education majors, two per quarter, student teach at Forest Park after first orientating in through an extended field experience, and systematically developing both individualized instructional materials and teaching strategies.

Phase I of the project begins when, prior to student teaching, the Cleveland State physical education major enrolls in Curriculum & Unit Methods in Physical Education which is a 12 hour block course that meets 6 days daily over a period of ten weeks. During this time, labeled as the Curriculum and Methods Quarter, student applicants are selected and identified as a "teacher aide." As a "teacher aide," the students fulfill all course requirements except that they are completed as they relate to the curriculum and instructional design of their field base, Forest Park Junior High. The major course requirements related to the project include: (1) separate observational and a instructional field experiences; (2) construction of individualized Learning Activity Packages (LAPs); (3) development of teaching strategies (Hunter's Specification of Teaching Styles[1]); (4) microteaching; and (5) analysis of teacher behaviors (Flanders's Interaction Analysis System[2]). In Phase II, the Instructional Implementation Quarter, the student is identified as a "teacher assistant" and is expected to administer personal independent study, and to assist as much as possible within the instructional activity program at Forest Park. Having successfully completed the requirements of

[1]Hunter, Madeline, Teaching: From Concept to Mastership, Goleta, California: Hathaworth Publishing Company, Inc., 1971.

[2]Amidon, Edmund J., and Flanders, Ned A., The Role of the Teacher in the Classroom, Minneapolis: Association for Productive Instruction, 1971.

with its duration.

Phases I and II, the student intern for Student Teaching Seminar, Phase III, as an "intern" and progresses through four developmental levels, namely: (1) adjustment, (2) simple teaching, (3) full teaching, and (4) independent teaching. Open project and university evaluation Processes and Difficulties. Phase IV occurs and the "intern" is professionally labeled a "teacher" and acted in job placement. Subsequent to employment, professional consultation and conferences are available to assist the project graduate in the design of instructional materials and teaching strategies appropriate to the new program and job setting.

The four phases of the project are described in detail below.

Phase I
Orientation and Attitude Analysis

The two week block instructive and methods course provides an adequate opportunity to orient project participants, observe Project Head students, analyze cooperating teachers, design basic SAMs, develop teaching styles and materials, apply SAMs in Project Head, and refine SAMs and teaching styles for use in student teaching at Project Head.

Procedures for Project

Pre-service teachers at Cincinnati Urban University are introduced to the project during the first week of instruction. Introductory and orientation include a discussion of students who will student teach over the following three quarters. Travel arrangements are made after the aforementioned field experiences and pre-inspection dates. (1) willingness in working with the Project Head students, (2) agreement to participate in instructional development experiences, (3) commitment to student teach at Project Head, and (4) attainment of positive teaching behaviors during aforementioned field experiences, as demonstrated by a combination of the professional and the school skills. All project participants are affected by mutual agreement between the university instructor and cooperating teacher.

[illegible]

[illegible]

A six week student-teaching field experience is conducted during the second half of the course. Students "teaches school" around-the-clock from 8:00 a.m. to 2:00 p.m. under the supervision of the cooperating teachers. The purposes of this experience are for the "teacher intern" to:

1. Inquire into the organizational and administrative design of the school system.

2. Examine work projects and teachers on objectives, selection of techniques, principles, organizational processes, scheduling, individual class characteristics, and administrative responsibilities.

3. Observe and analyze community travel both in-town and their community as that association materials may be developed accurately.

4. Know and discuss issues both philosophy and that of the physical education teachers.

5. Investigate the organizations of physical education departments.

6. Identify and analyze the interpersonal design of the physical education program.

7. Observe and analyze the techniques and teaching behavior of cooperating teachers.

8. Identify a variety of teaching techniques, teacher behaviors, and learning experiences which could be used successfully in the future.

[illegible]

Learning activity package materials are developed during the most crucial weeks in the regular course offering. The university terminated system as a functional for this undertaking. For those students who are not selected for the project, the

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1. Test-out aspects of the LAP and selected teaching styles on the exact Forest Park learner population for whom the materials and strategies are planned. Small groups are formed to allow the trainee to "practice" some ideas, enriching pupil learning.

2. Prepare lessons and instructional materials, tutor, assist in logistical routines, administer tests and post grades, teach specified skills to selected pupils, facilitate small group work, and reinforce the process of reciprocal teaching.

3. Continually receive information about Forest Park pupils and environment that would assist in modifying LAPs and altering teaching styles.

4. Meet with Forest Park administrative staff and counselors, engage in small group discussions with cooperating teacher, and review previously developed instructional materials.

Throughout this entire process, both pupils and teacher trainees receive additional attention, not readily available under normal teacher-pupil ratios nor during supervised field experiences, respectively.

LAP and Teaching Styles Refinement

The final two weeks of the quarter are used for the completion of the LAPs and refinement of teaching styles. The cooperating teacher and project participant consult on an arranged basis where necessary before the LAP materials are submitted. Opportunities for microteaching are also available as a last minute check on some new idea. The final review of students' LAPs and command of teaching styles is conducted by the university instructor to fulfill the course requirement. Individual conferences are arranged for this purpose.

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PHASE II
INSTRUCTIONAL DEVELOPMENT QUARTER

This phase of the project is designed for those participants who do not student teach during the quarter immediately following the curriculum and methods course. Participants who have an interim quarter between the course and student teaching take a reduced course schedule and receive credit on an arranged basis for completing some of the experiences and support duties described below. The major purpose of this phase is to provide continued and concentrated exposure to the pupils at Forest Park and for the Cleveland State pre-service trainee to further develop his teaching proficiency in a real world setting as a "teacher assistant." Possible activities during Phase II are for the "teacher assistant" to:

1. Tutor on a one-to-one, one-to-two, or one-to-small group basis as the need and opportunity arises.
2. Direct, under supervision, athletic, intramural, or recreational after-school activities.
3. Research related areas of the LAP to be used during the student teaching quarter.
4. Teach classes in an assistant-teacher's role.
5. Prepare instructional materials.
6. Assist in the diagnosis of student needs and in the administration of evaluation techniques.
7. Attend professional meetings of faculty or PTA meetings as observers.
8. Participate in special events such as a family or all-sports night.
9. Develop and teach mini-courses in specific individual and team activities during the activity period of the daily schedule.
10. Receive additional feedback from pupils and cooperating teacher on LAP.

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PHASE III
STUDENT TEACHING QUARTER

The traditional student teaching format does not suffice in an ongoing project of this nature where a concentrated number of teacher trainees have been professionally active at their student teaching site. The Student Teaching Quarter, Phase III, provides a transitional design for the two Cleveland State "interns" to adjust to the terminal goal of independent teaching. At the same time, it is necessary to establish project continuity so that Forest Park pupils are not constantly adjusting to unfamiliar roles and new behavioral and instructional expectations. This is accomplished utilizing the sequential student teaching model described and illustrated below.

Adjustment (Level 1)

A re-orientation to Forest Park is provided during the first week of student teaching. Since project interns would not have engaged in a full day of class scheduling through previous experience, an adequate time period is permitted for them to gain an understanding of the total organizational and administrative aspects of conducting the physical education program. Such routines as assigning lockers, issuing towels, storing equipment, and securing the facility are easily learned during the initial week. Interns also become familiar with other physical education and school regulations relating to lateness, unpreparedness, absences, and policies concerning discipline. An appreciation is gained for the daily schedule of physical education classes and the instructional management of these classes within the time allowed. During this transitional adjustment period, interns and pupils relate on a one-to-one or small group basis. Pupils, in general, begin to respond to the interns' presence.

Support Teaching (Level 2)

During the next three weeks, the cooperating teacher leads in the presentation of material and general class organization. The interns provide a supportive

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role with responsibilities determined by the cooperating teacher. A team teaching approach is employed but interns remain teaching surrogates or assistants within this time span. Pupils continue adjustment and respond on an individual or small group basis.

Lead Teaching (Level 3)

The use of LAP materials is initiated during the next three weeks where the roles and responsibilities of the interns and cooperating teacher are reversed. The role of the cooperating teacher remains constant (supportive) while the interns alternate roles as lead teacher or support teacher. The proper utilization of the LAPs is facilitated by having more than one instructor available. Students are given more individual attention as a result of the reduced teacher-pupil ratio. The interns are completely adjusted to the pupils and are able to respond to both individual and class needs.

Independent Teaching (Level 4)

Interns are completely on their own for the last four weeks of student teaching to present materials, make appropriate decisions, and evaluate student learning. The LAPs are fully implemented during this final segment and the intern is able to approach independent status as a teacher. Depending on schedule, the other intern or cooperating teacher may provide supportive assistance when requested. Interns and students establish a new basis for a relationship and neither are dependent upon the cooperating teacher, although remaining accessible to both parties.

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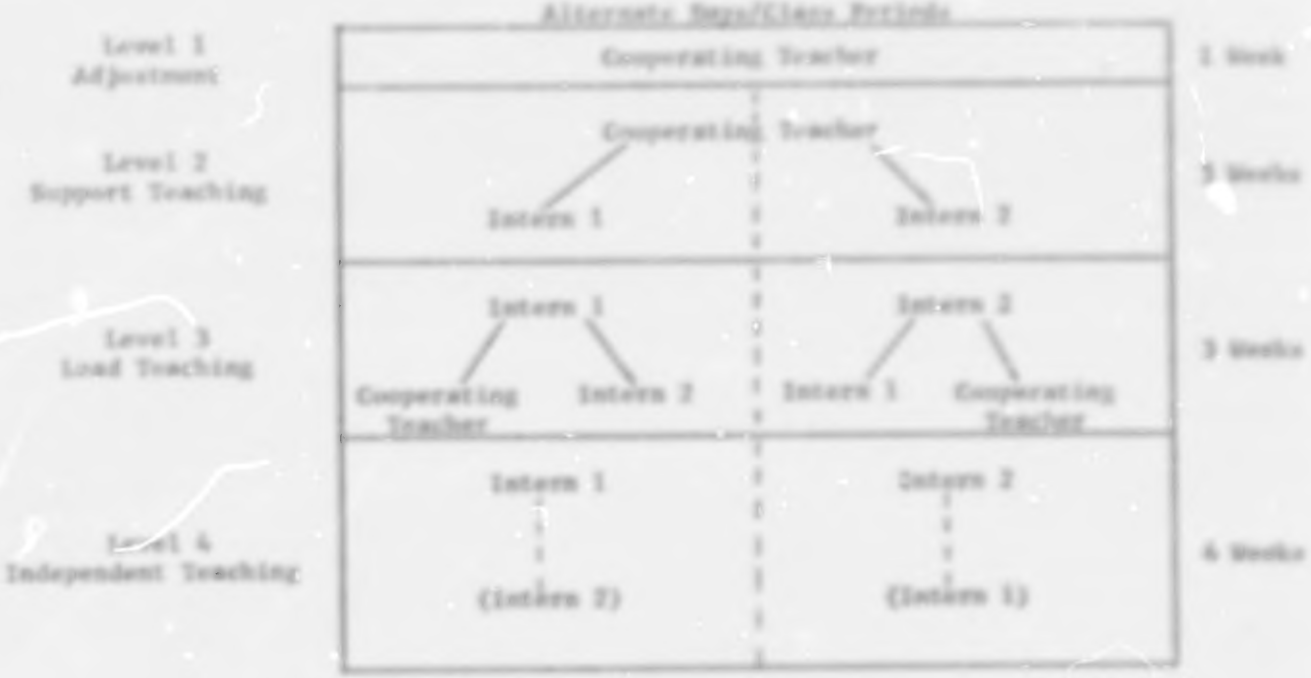
SEQUENTIAL STUDENT TEACHING MODEL



With this model, two student teaching interns work with the cooperating teacher each quarter. The concurrent assignment of two interns is important in that mutual support is provided for each other. In addition to this reciprocal support, each can be scheduled for primary responsibilities on an alternate day or alternate class period basis which offers the following advantages: (1) team teaching is possible; (2) time is allocated for interns to re-evaluate objectives and examine teaching performance; (3) interns observe each other; (4) release time is arranged for visitation to other schools for program examination; (5) cooperating teacher is able to communicate with non-teaching intern without interrupting the instructional process; (6) immediate feedback and reinforcement is more easily transmitted to the teaching intern; and (7) behavioral problems are minimized with maintained supervision of instructional and locker room areas.

[illegible]

During the first three levels, the cooperating teacher remains in the instructional area to preserve a consistent level of instructional and behavioral performance. This is necessary not only to provide continuity within a given quarter, but probably more importantly, within the nearly 200 days of the school year. The student teaching experience for project participants is supervised by the university instructor who teaches the curriculum and methods course in Phase I and co-directs the experience under Phase II. During the student teaching phase, interns engage in the normal activities planned for all student teachers. Interns attend student teaching seminars, utilize job referral and placement services, and participate in an exchange program, where a student teacher visits another student teacher in a different setting for two days.

PHASE IV
PLACEMENT AND FOLLOW-UP

The true value of any specialized teacher training project is in the product and its contribution of that product. The first three phases have been successfully designed and implemented to train teachers who can effectively write curriculum, relate content through individualized instruction, and possess a command of alternative teaching styles. The full effects of this project are realized, however during Phase IV when project graduates are placed and serve as disciples by advancing the individualized theme and the design of life. As teacher trainers from the project obtain teaching positions, the possibility to exchange instructional materials and strategies and to create new ventures for pre-service teacher trainees grows at an exponential rate. Therefore, the product is a "teacher" and the contribution is made to students at the new school and the profession through the development and utilization of individualized learning activities in physical education.

OUT OF AUSEU

With job opportunities not plentiful, the pre-service teacher who puts the experiences and responsibilities associated with this project together will certainly and attractive to school employers. Both the schools/city recreation and university teacher have accepted a major part of the responsibility to aid the project graduate in making use of his preparation by assuming him in challenging positions. Once placed, additional partnerships for individualized instruction are then identified where cooperating teachers were once pre-service student teachers. A never-ending network of physical education teachers, in project, and others become exposed to the design of individualized instruction as it is used.

FINAL PROJECT BENEFITS

Most successful projects, especially those which a are facilitated, are characterized by a high degree of administrative flexibility, sound a systematic planning, a practical organizational design, and monetary support. As been a factor, that a "green tape" is usually attached to either a project's development or its implementation, often discourages those who would be professionally stimulated by partnership projects of this type. From conception, the partnership project "Great Individualized Instruction" has never had to face the problem of geographic finance. Monetary support in the form of a stipend, grant, or operating budget augmentation was not required for either development or implementation. The project designs provided both the Florida State University and Forest Park Junior High with additional instructional faculties. This eliminated much "red tape" and removed the main drawbacks to most project undertakings. In general, the design of the multi-level of multi-community partnership project reduces the magnitude of the problems identified previously and has resulted in the following non-monetary output to benefit:

1. Adequate time is available to design individualized instructional materials and teaching strategies through curriculum and methods course offering.

[illegible]
[illegible]

3. Opportunities for pre-service training in hard-to-fill staff positions [illegible] are arranged as a part [illegible] activity.

4. Minor research projects are financed for self-training [illegible] the effectiveness of individualized instruction.

5. Learning opportunities and environment are improved for Project Head [illegible].

6. Project briefing experiences are improved and more intensive.

7. Theory [illegible] and practice [illegible] are moved closer together.

8. Self-renewal opportunities exist for both [illegible] and public school staffs.

9. Graduate [illegible] courses are [illegible].

10. A wide [illegible] in differentiated staffing is provided.

11. Means are used in both [illegible] to explain [illegible] [illegible] of instructional [illegible].

12. Experienced pre-service teacher field experiences are [illegible] with a direct purpose.

13. Improvement of student teachers is improved.

14. Student teacher [illegible]-[illegible] [illegible] in prior agreement between [illegible].

15. Quality of instruction as well as standards of behavior are [illegible] [illegible].

16. "Overlap as [illegible]" image of [illegible] is developed to the "complex as designed" concept.